



## THE OFFICE OF THE SUPERINTENDENT

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**Dorsey E. Hopson, II Esq.**  
Superintendent

July 19, 2013

Mr. Kevin S. Huffman, Commissioner  
Tennessee Department of Education  
710 James Robertson Parkway  
6<sup>th</sup> Floor, Andrew Johnson Tower  
Nashville, Tennessee 37243-0375

Dear Commissioner Huffman:

Please accept this letter and supporting documentation as Memphis City Schools' official response and appeal to the preliminary accountability determinations initially released to our district on Friday, July 12, 2013.

**APPEAL 1: 11<sup>th</sup> Grade AP English Language and Composition Students without English III End-of-Course Test Scores** *(labeled by the TDOE in the July 9, 2013 Accountability Appeals memo as "Students Enrolled in Non-End-Of-Course Tests but Testing in End-Of-Course Tests")*

The July 9 Accountability Appeals memo to Directors of Schools stated "In December 2011, the State Board of Education enacted Rule 2.103 which stated that 'only students who are enrolled in a course with an associated End of Course examination shall take the End of Course examination.' Based on this rule, districts have expressed concerns that removing AP Literature and Composition test takers from the English III test would limit their chance of achieving their AMO targets." (Note: The issue is really with AP English Language and Composition, which is the eleventh grade course; AP English Literature and Composition is a senior-level course.)

The Shelby County Schools Department of Assessment and Accountability has identified 425 Memphis City Schools (MCS) eleventh (11<sup>th</sup>) graders who were enrolled in AP English Language and Composition in the spring of 2013. None of these students took the English III End of Course exam. The current raw data behind the MCS proficiency rate for English III are as follows: 1146 proficient or advanced/6432, resulting in a proficiency rate of 17.8%.

*Using 2012 English II results as a guide:* If we assume that any student earning a score of proficient or advanced on the 2012 English II EoC Test would also earn a proficient or advanced score in English III in 2013, then we can add the following data to our current counts: 367/410. This change results in a new 2013 proficiency rate of 1513/6842 = 22.1%.

*Using 2013 TVAAS projections as a guide:* If we assume that all students with TVAAS proficiency probability projections greater than 50 would have been proficient or advanced (and assume those without projections and those 50 and below would not), then 269 of 425 AP students would have been proficient or advanced, changing the equation to  $1415/6857 = 20.6\%$ . More conservatively, if we assume that all students with TVAAS proficiency probability projections greater or equal to 75 would have been proficient or advanced (and assume those without projections and those below 75 would not), then 199 of 425 AP students would have been proficient or advanced, changing the equation to  $1345/6857 = 19.6\%$ .

In only one of the above scenarios does the MCS projected rate exceed the English III AMO of 21.2%, but in all three scenarios, the projected rate potentially exceeds the minimum requirement for a CI safe harbor.

## **APPEAL 2: Demographic Data for English Language Learners (ELL)**

The TDOE Accountability Appeals memo also notes “Because of a change in coding in EIS, districts should double check their ELL data. Districts should review their student level data for students that were not properly identified as ELL.” Our district has complied with this assignment and discovered 165 MCS test file records coded as ELL or T1/T2 that should not be coded as such. Moreover, we have found 350 test records that were initially not coded as ELL or T1/T2 that should be coded as ELL or T1/T2. Excel sheets containing the data corrections are attached. Within the three Excel files the affected columns are: W, X, Y, Z, AA, AB, and AC. Each column ends with a suffix of either “from state” (the original value) or “from district” (the value we believe to be accurate). Additionally, a screen shot, for each student requiring a data change, from our district’s Power School SMS student information system is also included. For students we wish to add to the ELL subgroup, the variable ESL Service Status = Being Served. For students we wish to add to the T1/T2 subgroup, the ESL Service Status = Exited Program, but the ESL exit date is within the last two years. It is our hope that these corrected values reflect a positive change in our district’s and many of our schools’ ELL gap analyses.

Thank you for the opportunity to review these data and provide response. We look forward to receiving results which accurately reflect the performance of our ELL students and of our grade 11 English students.

If you have questions or need additional information, please contact Ms. Rochelle Douglas, Director of Accountability and Assessment, at (901) 416-5450, (901) 604-7816 (cell), or [douglasdr1@scsk12.org](mailto:douglasdr1@scsk12.org).

Sincerely,



Dorsey E. Hopson, II Esq.  
Superintendent  
Shelby County Schools

cc: William E. White II, Chief of Planning and Accountability